**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Fourth Grade – Module 2**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Fourth Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 2 Grading Guidance:**

* *For standard 4.MD.1 in Module 2, the following measurement units will be taught and assessed: km, m, and cm; kg and g; L and mL.* The remaining measurement units (pounds, ounces, and time) will be assessed in Module 7. See checklist on page 3.
* *For standard 4.MD.2 in Module 2, solving problems involving distances, volume, and mass using whole numbers will be taught and assessed.* Solving problems involving time, money, and numbers as fractions or decimals will be assessed in Module 7. See checklist on page 3.

**Updates**

After feedback on Assessments in Module 1, **changes were made to the rubrics** for the Mid- and End-of-ModuleAssessments. The intent of the changes was to maintain the definition of the score of 3 as meeting standard, but ensure that perfection is not the only definition of a 3.

* Rubrics in this Assessment Packet for Module 2 are also modified from the original EngageNY rubrics to reflect the above information.

**Grade 4 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards first assessed in Module 2.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 4 MODULES | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4.OA | 1\* |  |  | X |  |  |  | X |
| 2\* |  |  | X |  |  |  | X |
| 3\* | X |  | X |  |  |  | X |
| 4 |  |  | X |  |  |  |  |
| 5 | -- | -- | -- | -- | -- | -- | -- |
| 4.NBT | 1\* | X |  |  |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |
| 3\* | X |  |  |  |  |  |  |
| 4\* | X |  |  |  |  |  |  |
| 5\* |  |  | X |  |  |  | X |
| 6\* |  |  | X |  |  |  |  |
| 4.NF | 1\* |  |  |  |  | X |  |  |
| 2\* |  |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |  |
| 3b\* |  |  |  |  | X |  |  |
| 3c\* |  |  |  |  | X |  |  |
| 3d\* |  |  |  |  | X |  |  |
| 4a\* |  |  |  |  | X |  |  |
| 4b\* |  |  |  |  | X |  |  |
| 4c\* |  |  |  |  | X |  |  |
| 5\* |  |  |  |  |  | X |  |
| 6\* |  |  |  |  |  | X |  |
| 7\* |  |  |  |  |  | X |  |
| 4.MD | 1 |  | X |  |  |  |  | X |
| 2 |  | X |  |  | X | X | X |
| 3 |  |  | X |  |  |  |  |
| 4 |  |  |  |  | X |  |  |
| 5a |  |  |  | X |  |  |  |
| 5b |  |  |  | X |  |  |  |
| 6 |  |  |  | X |  |  |  |
| 7 |  |  |  | X |  |  |  |
| 4.G | 1 |  |  |  | X |  |  |  |
| 2 |  |  |  | X |  |  |  |
| 3 |  |  |  | X |  |  |  |

**Grade 4 Module 2 End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Module 2: End-of-Module Assessment** | | | |
|  | **Domain** | **Standards** | | |
| Question | Measurement and Data | 4.MD.1 | | 4.MD.2 |
| 1 | 0 1 2 3 | X | |  |
| 2 | 0 1 2 3 | X | |  |
| 3 | 0 1 2 3 | X | | X |
| 4 | 0 1 2 3 | X | | X |
|  | |  |
| Domain  Score | Number and Operations in Base-Ten |
| Level |  |
| Level 3 | 10-12 points |
| Level 2 | 6-9 points |
| Level 1 | 0-5 points |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Grade 4 Module 2 End-of-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| End-of-Module Assessment Task (Topics A–B)  Clusters and Standards Addressed |
| Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.  4.MD.1**[[1]](#footnote-1)** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …*  4.MD.2**[[2]](#footnote-2)** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. |

**Grade 4 Module 2 End-of-Module Assessment Task Rubric**

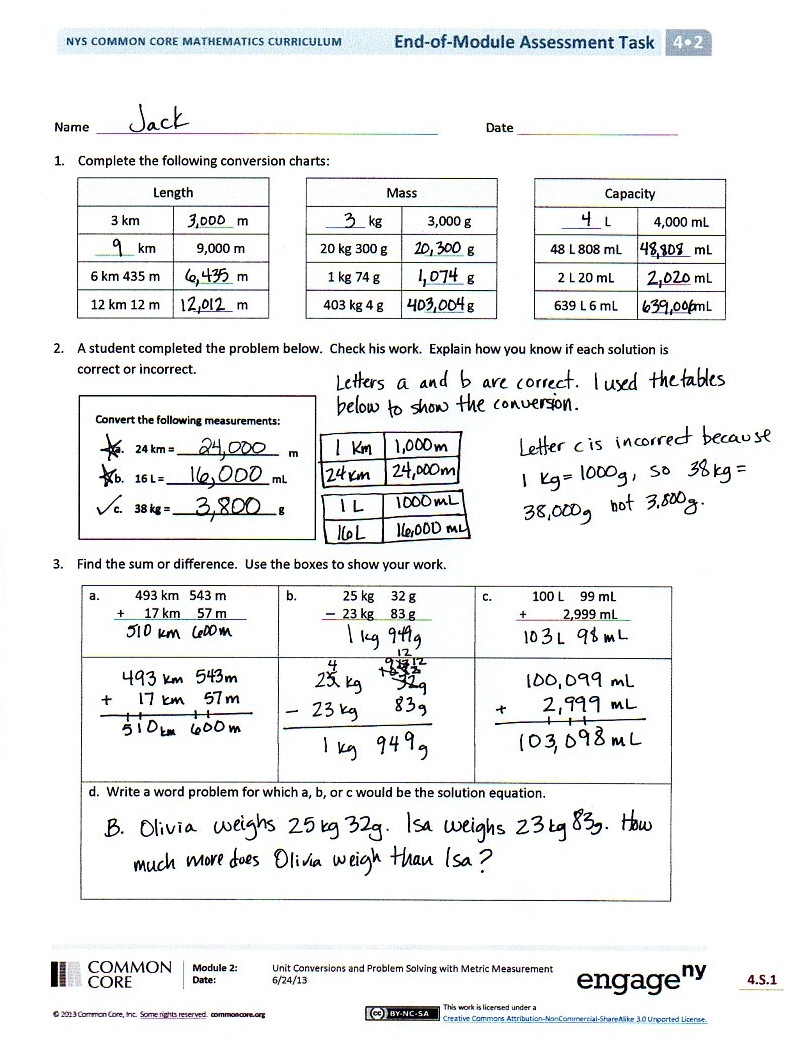
**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1 \***  4.MD.1 | The student correctly identifies **0-2** of the twelve conversions. | The student correctly identifies **3-5** of the twelve conversions. | The student correctly identifies **6-9** conversions. | The student correctly answers **10-12** of the 12 conversions:  **Length:** 3,000 m, 9 km,  6,435 m, 12,012 m  **Mass:** 3 kg, 20,300 g,  1,074 g, 403,004 g  **Capacity:** 4 L, 48,808 mL, 2,020 mL, 639,006 mL |
| **2**  4.MD.1 | The student identifies fewer than two conversions with no reasoning. | The student correctly identifies two of the conversions with little evidence of reasoning. | The student correctly identifies that Parts (a) and (b) are correct and Part (c) is incorrect, but does not provide clear reasoning. | The student correctly reasons that Parts (a) and (b) are correct because 1,000 m equals 1 km and 1,000 mL equals 1 L, and Part (c) is incorrect because 1,000 g equals 1 kg, so 38 kg should equal 38,000 g. |
| **3 \***  4.MD.1  4.MD.2 | The student incorrectly answers all parts. | The student correctly answers **one** of the parts. | The student correctly answers **two** of the parts. | The student correctly answers **3-4** of the four parts:   * 510 km 600m * 1 kg 949 g * 103 L 98 mL * Writes a reasonable word problem for Part (a), (b), or (c). |

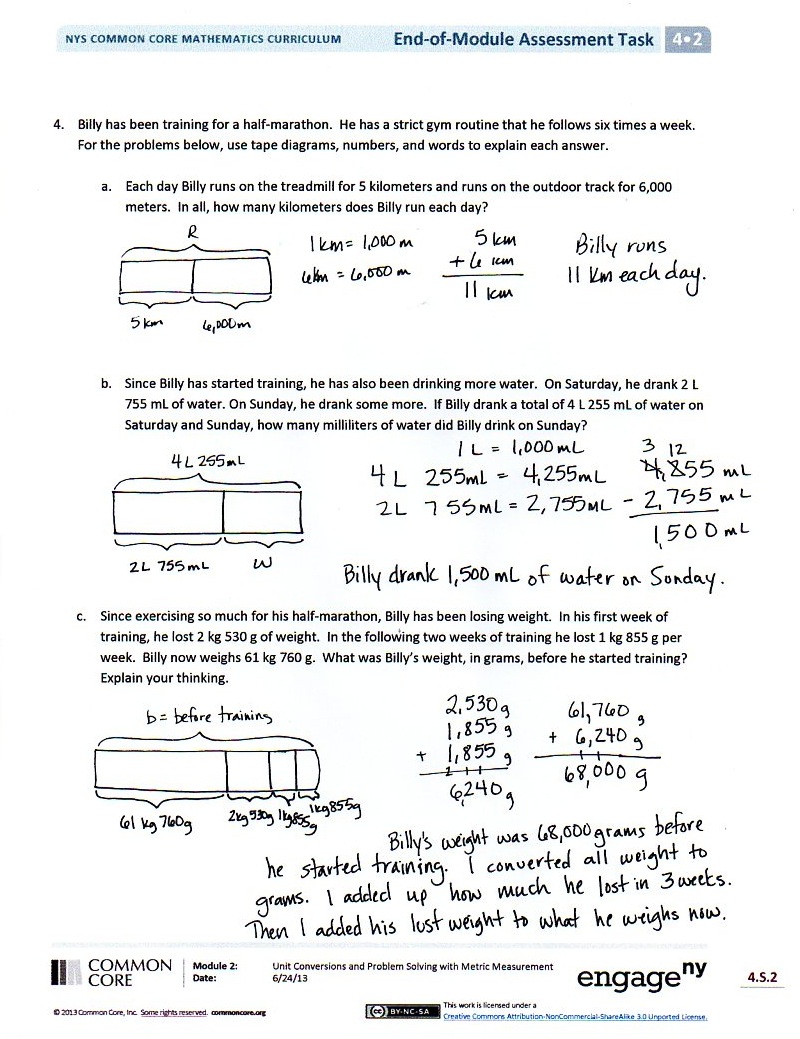
**Grade 4 Module 2 End-of-Module Assessment Rubric (continued)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4 \***  4.MD.1  4.MD.2 | The student incorrectly answers two or all of the three parts. | The student correctly answers two of the three parts, but shows little reasoning in Part (c). | The student answers three parts correctly, but does not show solid reasoning in Part (c) of understanding metric conversions. | The student correctly answers **5-7** of the 7 parts.  a. **(1)** 11 km **(2)** correct work shown  b. **(3)** 1,500 mL **(4)** correct work shown  c. **(5)** 68,000 g **(6)** correct work shown **(7)** Explains thinking |

**Grade 4 Module 2 End-of-Module Assessment Task Key**



**Grade 4 Module 2 End-of-Module Assessment Task Key**



1. Pounds, ounces, and time will be assessed in Module 7. [↑](#footnote-ref-1)
2. Time, money, and numbers as fractions or decimals will be assessed in Module 7. [↑](#footnote-ref-2)